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THE ELEMENTARY SCHOOL JOURNAL

CONTINUING "THE ELEMENTARY SCHOOL TEACHER"

JANUARY 1917

EDUCATIONAL NEWS AND EDITORIAL COMMENT

Subscribers to this *Journal* have doubtless noted that the number of pages in the last two issues has been increased to eighty.

Editorial
Announcement The first numbers of this volume were somewhat larger than has been customary in years past. We are now in a position to announce that this enlargement will be continued without interruption in later issues of the *Journal*. The editors of the *Journal* have found it necessary to restrict very greatly the number of articles in years past and have looked forward to the development of the *Journal* to the point where it would be possible to make the enlargement which now has been accomplished. It is a matter of special satisfaction to them that this enlargement could be made in spite of the recent advance in the cost of paper. No change whatsoever will be made in the subscription price of the *Journal* because of the enlargement. A reorganization has, however, been made in the editorial management of the *Journal*, and a closer relation has been established between this publication and the other publications of the School of Education of the University of Chicago. Full announcements on these matters will be found on the second cover page of this issue and on the first page following the reading matter.

Special attention is drawn to the fact that the date of appearance of the *Elementary School Journal* will be changed after this issue.

Hereafter the *Journal* will appear on the fifteenth of the month instead of on the first. This change makes it possible to unite the news notes and reviews somewhat more closely with similar departments published in the *School Review*. The *Review* has dealt primarily with problems of secondary education. It has always contained a certain number of general educational articles, and its reviews have at times extended beyond the field of secondary education.

The two journals together will expand somewhat their reviewing work. It is hoped that practically all of the leading educational books will now be commented on in one or the other of the journals. The *Elementary School Journal* will, as in the past, cover as fully as possible all the special literature of elementary education. It will divide the field of general education with the *School Review*, repeating only those general reviews which are so important that every subscriber of both journals should come in contact with the book under consideration. In the same way there will be relatively little change in the character of the material published in this department of the *Journal*, but the news notes in this *Journal* will be supplemented by those published in the *School Review*. Finally, the monographs published under the joint supervision of the two journals will contain longer papers which are too bulky for the journals themselves.

It is hardly necessary at this time to make any special statement about the policy of the journals. The articles which find place in their pages are predominantly of the type which may be defined as scientific articles. The news notes and reviews aim to deal with general movements rather than with individuals. It is believed that the history of both of the journals makes it clear that there is a place for publications of this type. The editors have undertaken a special campaign for the promotion of those movements which are represented by the journals, and invite co-operation in the form of scientific articles, news notes, and suggestions for improvement. Especially is it desired that every experiment in elementary-school work which is producing results, either in the change of the course of study or in the organization of elementary education, shall be recorded as fully as possible in

this *Journal*. The editors will appreciate, therefore, correspondence which will bring their attention to movements which they ought to report, and they will gladly publish communications having to do with any of the matters that are of interest to elementary-school officers.

On December 9 a bronze bust of Colonel Francis Wayland Parker was presented to the University of Chicago by his former pupils and associates and was unveiled in its place in Blaine Hall. The afternoon of that day was devoted to suitable exercises connected with the presentation. At twelve o'clock the Francis W. Parker Club met for its annual luncheon, the president of the club, Mr. H. W. Sumner, presiding. At the close of the luncheon brief reminiscent addresses were made by various members of the club.

Following this there was a series of addresses by members of the University and by Judge C. S. Cutting, long associated with Colonel Parker as president of the board of trustees of the Cook County Normal School. At these exercises President Judson of the University presided. At the unveiling of the bust Mr. Lorado Taft spoke of the sculptor, Charles J. Mulligan, who executed the bust, Mr. Arthur J. Mason spoke for the donors, and President Judson received the bust.

The occasion was made significant by an emphasis in all the addresses on the great and vital changes which have been realized in school organization since Colonel Parker began with others of his generation to combat formalism. The methods of school discipline have been changed in a way that recognizes the freedom and intelligence of pupils. The course of study has been enormously expanded, and the social studies have been more fully recognized. The systematic training of teachers has been promoted, not only in normal schools, but in college and university departments of education which have now become well-nigh universal. The influence of Colonel Parker in bringing about these changes was large. He was not a voluminous writer, but he inspired in the schools over which he presided a generation of workers who have carried out in detail the ideas which he vigorously defended. The

deep impression which he made on people was evidenced in all the addresses made, and the lasting effects of the reforms for which he worked were traced in many of the conditions which now pass without special comment because they have come, since his time, to be commonplace.

The following comment by the *Press*, of St. Paul, Minnesota, is significant, not merely for the news which it contains, but also for the definition which it attempts of a junior high school:

Junior

High Schools

Commissioner Wunderlich and Superintendent Hartwell, of the department of education, are considering introducing the junior high-school system in St. Paul.

The junior high school is somewhat similar to the modern high school with the exception that it takes pupils from the sixth grade instead of from the eighth grade. It is usually followed by a senior high-school course of three years, thus giving six years of high-school work and six years of grade work. The time division has earned it the name of the "6-6" plan.

Advocates of the junior high-school plan point out that it eliminates the daily repetition of drill in rudiments which have been previously mastered. Boys and girls, wasting more or less time in seventh and eighth grades, begin concentration.

The courses of study are selective, making a natural grouping of adolescents with similar inclinations and uniform mentality. New material is brought before the child when he naturally is enthusiastic and at his period of greatest receptibility. At the same time he comes in contact with better organization and superior equipment.

A more elastic and varied curriculum is offered the pupils. Instead of following the limited, narrow course of the grades, the pupil can follow his natural inclinations. Departmental instruction, impossible in the grades, is introduced.

One of the greatest advantages, and one that would apply peculiarly in St. Paul, is that a junior high school would bring an opportunity of advanced school nearer home. The school does not cost as much as a high school, and can be conducted economically on a much smaller scale. Districts at a distance from the present high school particularly would be benefited. Incidentally it would relieve congestion at both grade and high schools.

The school, by offering specialization in vocational work, would be vitally culminal to those unable to continue through high school and, at the same time, with more academic work than is offered by grade schools, is vitally basal as a starting-point for higher education.

The last argument, and another strong one in St. Paul, is that the junior high-school system tends to keep children in school longer. The eighth-grade-high-school artificial barrier is torn down and the progress toward high schools

is smooth and natural. The boy who normally would leave the duller studies of the eighth grade gladly finds himself concentrating in studies interesting and attractive.

The following clipping from the *Brooklyn Eagle* contributes another to the many evidences which have been presented in this

Popular Support for Such Schools *Journal* of the fact that the intermediate school, or junior high school, appeals strongly to the imagination of the community. Few educational movements have been more popular than this.

A committee of one hundred is being organized in the Sunset Park section of South Brooklyn, in order to secure proper educational facilities in that district, and it will meet at the Public Library, Fourth Avenue and Fifty-first Street, Monday evening, December 4, to complete its organization. Through their various civic associations, these men have called the attention of the Board of Education to the fact that the needed facilities for a proper training of the boys and girls of their neighborhood should be given to the Dewey School, No. 136, Fourth Avenue and Fortieth Street. The committee wants an intermediate school, and suggests the enlargement of No. 136. The city now owns a large plot of ground at the rear of the school, which was acquired several years ago, and plans for an addition have been made.

The school is near the Bush Terminal, where there are hundreds of trades and offices, and the committee argues that the children of the neighborhood should be prepared to take their places in these enterprises.

Principal Warren M. Van Name advocates the organization of a school similar to the junior high school of Rochester, in which there is an academic course for those who will go to high school, a commercial course for those who will go into business, an industrial course for those who will go into the trades, and a homemaking course for girls interested in domestic economics. He says that such a school would retain the boys and girls of the Sunset Park section until graduation, and would fit them either for higher education or for life better than anything else they have at present.

The friends of the junior high school must be on guard against a misinterpretation which is likely to hamper this institution

Not Industrial Schools seriously. It is not an industrial school. To be sure, it does, and undoubtedly should, offer pre-vocational courses, and may, with propriety offer certain industrial courses. The intermediate school is a school for all kinds of pupils. It is quite as important that those who are going on to the senior high school find appropriate work in this school as that the new vocational courses be developed.

The following item from Hastings, Nebraska, is given, first, because it illustrates the danger referred to above and, secondly, because it gives incidentally an account of a type of building combination which will bring the new school into close relation with the older high school:

The industrial arts are to be emphasized in the planning of the proposed \$125,000 junior high school, according to members of the board of education seen today. An auditorium, to be used by the students of both the junior and the senior high schools, is a feature that is certain to be included in the plans of the new building.

The board has been unanimous from the start in the opinion that the present heating plant should be removed from the present high-school building. One heating plant will serve both high schools, and it will be housed in a separate building. This scheme will provide for more room in the present high-school building and will have the effect of lowering insurance rates, it is believed.

In addition to manual training and domestic science it is planned to house other branches of industrial arts in the junior high-school building. Forge work, an auto repair shop, and plumbing are among the industrial arts to be included. The domestic science, manual training, and agricultural department are to be greatly widened in their scope.

It is the hope of the school board to give a student, by the time he graduates from the junior high school, not only a fair education, but a general knowledge of a trade. This will be accomplished after a student has completed the course planned by the board for the junior school. If a student wishes to continue his or her studies, there will be but three more years of attendance to complete the senior high-school course.

The problem of financing schools is one of the urgent problems of the day. There can be little doubt that school people will have to face this problem from two points of view. First, they will have to become very much more intelligent than they now are on the matter of relative costs within the schools. The following clipping from the *Journal*, of Columbus, Ohio, shows the type of fact which newspapers are selecting from annual school reports:

**School
Finance**

The trades school is the most expensive unit of the local public-school system. According to the annual school report, which was sent yesterday to the printer, instruction there last year cost \$99 a pupil. High-school education cost \$70.12 per capita, while that in the elementary grades averaged \$32.

Home-economics training cost an additional 71 cents, and manual training 53 cents for each pupil enrolled in the schools. During the last school year

\$971,531 was spent for instruction, \$134,964 for operation of buildings and \$38,383 for maintenance and repairs.

Value of 60 school sites is listed at \$1,126,000 and of 57 buildings at \$2,858,830. For redemption of bonds \$50,202 was paid, while interest on sinking funds ate up \$59,789.

Sooner or later such items will become the basis of discussions in the community, and teachers as well as administrative officers ought to be prepared to discuss them with intelligence.

The second kind of study which school people will have to make of school problems is much broader even than that directly suggested by the clipping quoted above. The fact is that Columbus, like all Ohio cities, is seriously handicapped because of a policy of taxation adopted some years ago by the state. School people will have to take up the study of the general problem of taxation. The cities of the United States have not learned to tax themselves, and there will come in the future an increasing demand for public funds, not only for schools, but for other civic activities. Already the signs are clear that the problems are upon us. School officers and teachers can let the problem drift to its solution, or they can deal with these problems more intelligently through systematic study.

The following extracts from an article in the *Picayune-Times* of New Orleans shows how one group of teachers has taken up the problem of publicity in the matter:

In order to show the people of New Orleans how the support they are giving to the public schools of this community compares with that of other cities of similar size and wealth, the Associate Teachers' League presents tables, facts, and figures drawn from the report of the *Cleveland Education Survey*, published last year. A few words and sentences have been left out, as not applicable to New Orleans, and a few words and sentences inserted, to bring the facts home. It is simply an adaptation of the material gathered by this impartial body which studies the Cleveland situation, and is used with the permission of Allen T. Burns, director of the survey.

In inquiring as to the adequacy of expenditure for school purposes it must be borne in mind that the amounts paid out, instead of being excessive, may be insufficient to meet the needs of the city's schools. While spending beyond its income, the school board may be spending, from an educational point of view, too little rather than too much.

The determination of the sufficiency or the insufficiency of school expenditure is made difficult by the absence of a recognized standard of educational

costs. Students of school administration have never agreed as to how much a city should spend for schools for each person in the population, per \$1,000 of wealth, per child of school age, or per child attending school. In the absence of such a definite standard a city's expenditure for school purposes may best be measured by comparing it with the expenditures of other cities. This does not mean that the expenditure of any city, or the average expenditure of a group of cities, represents the ideal. It means rather that, as cities are working toward a common end, in the face of common difficulties, and obstacles, the average achievement of a group represents the prevalent attainable ideal for American cities. The prevailing practice is not the goal toward which educators are working, but a compromise between what is thought to be desirable and what is found to be impossible. It serves as a convenient scale by which to measure achievement.

As the educational problems of the large city differ from those of the smaller city or town, it is important, in comparing city expenditures, to deal only with cities of approximately the same size. The cities with which Cleveland and New Orleans will be compared are all those having from 250,000 to 750,000 inhabitants in 1913, for which year data are available.

A small and poor city cannot spend as much money for schools as can a large and wealthy city; nor is it needful that a city having a small number of children to educate should spend as much as a city having a large number of children. If comparisons of educational expenditures are to yield significant results, differences in the resources and educational needs of the cities compared must be considered and allowance made for them. A city's resources determine what it is able to spend for school purposes; its educational needs determine what it should spend. The amount spent, considered in relation to resources, reflects the community's generosity—the value which its citizens place on public education; the amount spent, considered in relation to educational needs, indicates the character of the tools and supplies with which the educational authorities are asked to accomplish a given amount of work.

In the present study, allowance for differences in resources will be made by basing comparisons on expenditures per inhabitant and expenditure per \$1,000 of wealth; allowance will be made for differences in educational needs by basing comparisons on expenditures per child in average daily attendance. The first two standards mentioned will be used in comparing total expenditures for operation and maintenance; the third will be used in comparing total expenditures for operation and maintenance, classified expenditures for operation and maintenance, and average annual expenditures during a period of years for permanent improvements in the school plant.

After this there follow details and tables of comparative figures.

It is not within the memory of the present writer that a message of the president of the United States to Congress has made reference to any educational issue. Indeed, until recently the **Federal Subsidies for Education** federal government held itself aloof from the organization and management of public schools. The Bureau of Education as a limited organization within the Department of the Interior has collected information about American schools and has, from time to time, brought together useful information about schools abroad, but the central government has treated education as a function of the states rather than as a function of the United States as a whole.

The beginnings of a departure from this policy appear in the fact that the Department of Agriculture has found it necessary, in carrying on its economic reforms and its scientific work, to provide educational institutions in the different states where experiments can be tried and where the results of experimental investigations in agriculture can be taught to all classes of students.

The movement in agriculture ultimately resulted in a recognition of the fact that secondary schools ought also to have a hand in the distribution of practical knowledge about agricultural methods. For two years past the law subsidizing agricultural education has been in operation, and the effects of that legislation are beginning to be felt in a better supervision of agricultural education and in a larger provision for its spread.

The President's message advocates in no uncertain terms the passage of the Smith-Hughes bill subsidizing industrial education. So important is the fact that this matter has been made a special subject of comment by the President of the United States that we venture to repeat the item, although it has doubtless been read by all of the readers of this *Journal*.

At the last session of Congress a bill was passed by the Senate, which provides for the promotion of vocational and industrial education, which is of vital importance to the whole country, because it concerns a matter, too long neglected, upon which the thorough industrial preparation of the country for the critical years of economic development immediately ahead of us in very large measure depends. May I not urge its early and favorable consideration by the House of Representatives, and its early enactment into law? It contains

plans which affect all interests and all parts of the country, and I am sure that there is no legislation now pending before Congress whose passage the country awaits with more thoughtful approval or greater impatience to see a great and admirable thing set in the way of being done.

When one turns now to the files of *Barnard's Journal of Education*, he finds that the historical record of great educational movements, which Barnard left behind, is valuable because it contains items no less significant than this particular item. That the President of the United States defines industrial education as "a great and admirable thing" is indeed a sign of the times which should encourage students of elementary education to take up with increased earnestness the problem of organizing such education so that it shall articulate definitely and efficiently with the other work of the elementary school. As soon as Congress passes this law, the responsibility which rests upon the professional-school teacher to devise proper ways of carrying out the spirit of the law will be greatly increased.

The Chicago school situation has not materially changed since the last comment which was made on that matter in this *Journal*.

The Chicago School Board The Mayor has postponed the appointment of any new members to the Board, thus leaving the complexion of that body unchanged. That this method of procedure is due to the fact that it was the year of a presidential campaign, and that the City Council has recently taken a very vigorous hand in criticizing the Mayor's appointments in general, and that this same Council has interested itself vigorously in school affairs can hardly be overlooked.

The unchanged Board has re-elected President Loeb, who has been the storm center of the campaign against the Federation for the past year. Mr. Loeb promises a full statement of the policy which he will adopt, but unfortunately that statement of policy comes too late to be incorporated into this statement.

In the meantime the interest on the part of the citizens in school affairs is steadily increasing. Numerous meetings throughout the city are discussing the problem of school organization. The two associations recently formed are beginning to hold conferences to

support their various bills which are likely to be presented to the legislature this winter. The City Council has, on the recommendation of its committee on schools, approved a bill which reorganizes in wholesale fashion the school situation. This new bill is to advocate an elective board, the members of which are, according to the proposed bill, to be paid salaries of \$5,000 each and are to be subject to recall. The board is to be required by legislation to give the superintendent authority over the course of study, the appointment of teachers, business organization, and other phases of school work. The teachers are to have a tenure clause, but are to be subject to judgment by the board as to the efficiency of their work.

This new bill will undoubtedly face a good deal of opposition for some of its provisions, but the situation is hopeful in that it is perfectly clear that the city of Chicago must enter upon a new and vigorous discussion of its school policies.

Former students and graduates of the University of Chicago who expect to attend the meeting of the Department of Superintendence in Kansas City in February are reminded

**Chicago
Dinner**

The dinner will be at the Hotel Muehlebach on the evening of Tuesday, February 27, at six o'clock. The price will be \$1.50 per plate. Tickets can be secured in advance by writing to Dean W. S. Gray at the School of Education, or tickets will be supplied at the time of the dinner to all who have signified by Tuesday morning their intention of being present.